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| <p style="text-align: center;">Indiana Tech Early Start Syllabus SS 2800 Introduction to Sociology Spring 2017</p> |
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Instructor: Kim Myers

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Class: Online January 18th 2017-May 11th, 2017

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Course Description

An introduction to the scientific study of human society and social behavior, this course examines sociological theories of human behavior, cultural patterns, and social change. Emphasis upon the influence of social and cultural forces on personal experience and social behavior in reference to the postindustrial society.

Course Prerequisite(s)

None

Textbook: Macionis, J.J. (2014). *Sociology*. (15th ed.). Boston, MA: Pearson.

Primary Learning Objectives:

Upon successful completion of this course, students will be able to do the following:

1. Describe sociology and its major theoretical approaches.
2. Discuss the common elements of culture and the implications of cultural difference and cultural change in society, including attitudes about sexuality.
3. Examine the concept of social inequality and the impact of gender stratification, race, ethnicity and aging on the marginalization of certain groups.
4. Compare and contrast the Socialist and Capitalist economic systems.
5. Recognize the role of social institutions on society including the economy, employment, global and national politics, and the family.

Course Resources:

Students will rely on the course resources listed below. Resources beyond the text will be posted to Blackboard within one week of the week for which they should be utilized. **Students should only use outside resources for the media analysis paper.**

*Textbook

*Video lectures

*PowerPoint presentations

*Supplemental video and web links

*Microsoft Word or a similar word processing program

*Digital video recording device (webcam, smartphone, or tablet) and free YouTube (or other video hosting) account for use in an extra credit opportunity.

Policy Concerning Students with Disabilities:

Indiana Tech is committed to ensuring the full participation of all students in its programs. If you have a documented disability requiring academic adjustments or accommodations, or have an IEP in high school, please notify me during the first week of class. Early notification will ensure that your learning experience is not compromised or delayed. You should also contact the Early Start coordinator. Please refer to the student handbook for additional information.

Academic Honesty

Please review the institutional policies concerning academic dishonesty and plagiarism for this course. Your first offense of plagiarism or academic dishonesty in this course will result in a score of "zero" on the assignment or quiz in question. Subsequent acts of academic dishonesty may result in a failing grade for the course, regardless of the number of points earned. If you have questions or difficulties meeting deadlines, please contact your instructor to discuss the matter. All responses to quizzes and assignments should be your own original intellectual work based upon reflection on an activity and understanding of concepts from the text and lecture. When you use sources outside of the provided course materials for your media analysis paper, you must cite those sources appropriately.

Student Dishonesty:

Student dishonesty (cheating or plagiarizing) will not be tolerated in any class at Indiana Tech. Inform the class instructor or the Associate Dean (Fort Wayne campus only), or Lead Faculty of your campus, if there is suspicion that a student is cheating or plagiarizing. Anonymity will be protected if possible.

Plagiarism:

All work must be your own. Plagiarism (defined as presenting someone else's work as if it were one's own) is a serious academic theft.

Consequences:

Any form of dishonesty (cheating or plagiarism) will, at a minimum, result in a failing grade for either the assignment or test, and can result in a failing grade for the course.

Grade Scale:

The final grade will be based on the following scale:

| Percentage Achieved | Grade | Percentage Achieved | Grade | Percentage Achieved | Grade |
|---------------------|-------|---------------------|-------|---------------------|-------|
| 93% or above | A | 80% or above | B- | 70% or above | C- |
| 90% or above | A- | 77% or above | C+ | 60% or above | D |
| 87% or above | B+ | 73% or above | C | Below 60% | F |
| 83% or above | B | | | | |

Grading:

Course participation, assignments and assessments will be weighted as follows:

| | |
|--------------------------------|-----|
| Exams | 30% |
| Assignments | 30% |
| Quizzes | 20% |
| Participation/Discussion Board | 20% |

See weekly folders and grade book in Blackboard for point values for individual items.

1. **Exams:** Three unit exams, including multiple choice and essay questions, covering all reading and lecture material up to the week before the exam.
2. **Participation/Discussion Boards:** Participation points will be earned through active participation in discussion boards, completion of course requirements by posted deadlines, logging on to Blackboard at least once per week, and accessing discussion board. This category may also include rare and limited extra credit opportunities.
3. **Assignments:** Students will complete response pieces and/or brief written assignments throughout the term. These items will be posted in weekly folders on Blackboard; see the schedule for dates
4. **Quizzes:** Students will complete multiple choice quizzes throughout the term. These items will be posted in weekly folders on Blackboard; see the schedule for dates.

Desired Commitment from Students:

1. Roughly 10 hours per week. Yes that seems like a lot but, it's not. This is based on the expectation that the average student in a 3-credit hour class will spend a total of 10 hours on that class per week. In a face-to-face class, students would spend 3 hours in the classroom and 6-9 hours per week studying, working on projects, reading, or reviewing for the course. Just like the majority of online courses, this particular online class is not similar to a correspondence course. You must be engaged with the course, its materials, & with both me & other students throughout the semester.
2. A commitment to: Participate fully and meet or exceed expectations, seek assistance from the instructor as needed, be resourceful in using and trouble-shooting Blackboard and other technology needed in this course, and willingness to make this class a priority.
3. You are required to make your own reliable arrangements for using a reliable computer with reliable Internet access and submit your materials on time. This includes having a back-up plan should your primary computer or Internet connection be unavailable. If you are using computers in a library or at school, be sure to bring headphones.

Diversity Statement:

All students will submit written work that shows respect for diversity. This includes race, ethnicity, socioeconomic class, sex, gender, sexuality, gender identity and expression, religion, ability, education, age, national origin, language, and political affiliation. Students may be required to discuss socially sensitive topics in this course and, while offense is not avoidable, students should work to be as inclusive as individually possible. Students are encouraged to debate their points and speak from their experience, particularly in discussion board posts. This means that students may occasionally find points of extreme disagreement or have heated discussions. Arguing your point is encouraged and expected, however, please do so in a respectful manner. Should you feel harassed, intimidated, or intentionally disrespected, please address the individual who committed the offense directly and/or contact your instructor. Blatant attacks on an individual or group based on any of the cultural categories listed above are not acceptable in an academic environment, will not be tolerated, and may result in a grade of "zero" on the assignment in question.

Instructor's Late Work Policy:

All work is due by Friday of each week (see the schedule below), unless otherwise noted. Late work is generally not accepted and may only be accepted at the instructor's discretion and may require documentation of illness or emergency. Late work is accepted or rejected on a case-by-case basis. Please look at each module overview and syllabus schedule in advance and plan your schedule accordingly. Students who plan to do all of their work the day it is due, for instance, often find that unexpected emergencies or illnesses prevent them from completing work by the deadline. Should an unexpected emergency or illness prevent you from completing course work, please contact your instructor via email before the deadline when possible to make alternative arrangements or as soon after the deadline as possible to discuss the (rare) possibility of late submission. Occasionally, exemptions will be made in lieu of extended deadlines.

Incompletes: If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
 - o in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
 - o able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
 - o able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades are subject to approval by the Associate Dean.

Course Related Communication : Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can. Students are REQUIRED to use their Indiana Tech email account for all course related communication.

The University policy requires each online course instructor to respond to a student's email within one business day. Unless there is an extraneous situation that prevents me from following this rule, you can expect to hear from me within one business day. If you don't receive my reply within one business, please do not hesitate to follow-up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been one business day past and I have not heard from my instructor." and the University support will act on your behalf to contact your course instructor.

Supplemental Materials:

These materials may be of use as you approach your work in this class.

SS2800 Contact Guidelines

When taking online classes, it is sometimes difficult to determine who you should contact for specific questions and what communication channel you should use. Before contacting your professor or classmates regarding course-specific questions, be sure to scan the syllabus, Blackboard announcements, and weekly overview to search for an immediate answer to your questions. Additionally, you may find the chart below helpful this term.

| Contact Method/Person | Types of Questions/Concerns | Why |
|--|--|---|
| <i>Instructor Email</i> | Course-specific questions Questions about assignments Emergencies or illness When immediate response isn't required <i>Do not submit assignments via email</i> | Students should use their official university email address (Indiana Tech) when communicating with their instructor via email. Because of federal privacy guidelines under FERPA, it is important that we ensure that we are only sharing your personal academic information with you. Email from non-university addresses will not receive a response. |
| <i>Assignment/Quiz/Exam Links</i> | All assignments, quizzes, and exams should be submitted via the specific link for the item. Students are responsible for checking to make sure their work was submitted properly. Work submitted via email is not accepted, except in approved cases regarding technical/ Blackboard difficulties. | |
| <i>Discussion Board</i> | Only for responses to assigned Discussion Board topics and responding to classmates' Discussion Board posts. | |
| <i>Online Support</i> (260) 399-2858 onlinesupport@indianatech.edu | Blackboard technical issues Email technical issues Difficulties submitting assignments Difficulties submitting assessments | If technical issues prevent you from completing course requirements by the deadline, please Cc your instructor on your message to online support and contact the instructor to request to submit items via email |

What do I do if my grade is not what I expected?

Sometimes, the grades you earn don't reflect the seriousness of the effort you put in or the understanding of the material or the assignment you thought you had. If you find that your grade on a particular item isn't what you expected, please take the following steps:

Step 1: Re-read the assignment/topic/task instructions and read the response you posted. Often times, students find that they simply failed to fully respond, which negatively impacted their score.

Step 2: If the score in question is for a discussion board or quiz and completing "Step 1" does not resolve your concern, please read the discussion board and essay samples below.

Step 3: If steps 1 and 2 don't resolve your concerns, please email your instructor regarding your concern. Please let your instructor know what your concern is, what steps you have taken to better understand your score, several time frames you may be reached via phone in the next 48 hours and a phone number where you may be reached.

While you may NOT resubmit your work for a higher score, understanding why your score is what it is can help you improve your work in the next module! Scores of "zero" typically indicate that the item was not submitted.

Sample Discussion Board

The following examples should be used as rough guidelines when posting discussion board original posts and classmate responses. . .

Sample Discussion Board Topic

Explain how or if television influences violence in society. Give one example from your own experience to back up your argument.

Sample Posts

Sample "F" Post:

Television makes people more violent and causes more crime in society because people see stuff more that they wouldn't see if it wasn't on t.v. Plus, my cousin was a nice person and then he beat someone up in a bar because he watched a lot of television.

Sample "C" Post:

Lots of people blame television for violence and crime but I think that sometimes it's just what people want to see and that's why there's so much of it on. If someone watches a lot of television, they might think the world is a more violent place or tend to act more violent or think that it's more acceptable. I know that when I was a kid, I would watch Power Rangers, then try to do the moves on my siblings and play in a more aggressive way, so I do think that the media has some influence on violence in society.

Sample "A" Post:

Based upon the reading for this unit, television might influence society and society might influence what is on television. Those who blame television news or shows for violence, crime and anxiety in our society are failing to realize that such shows wouldn't be on if no one was watching. By creating a market for sensationalized news and violent programming, we are essentially "asking" for more of the same programming. However, watching violent programming might also lead to desensitization to violence, which may make someone act in more violent ways. If it doesn't encourage them to ACT, it may encourage them to at least

become less sensitive when they see violence in their own lives. I mean, look at the examples in 2009-2010 of school fights that students filmed on their cell phones and posted to YouTube, while doing nothing to help the victims. In my own life, I have noticed that my siblings tend to act out more and play more roughly with each other after watching television programming with a lot of action or fighting. While some might "blame" the programming for that behavior, it's a parent's responsibility to know their child's ability to separate reality from fiction and choose age-appropriate programming. When I notice my siblings behaving differently after watching certain programming, I do not allow them access to that programming again.

Sample Essay Exam

Topic: Explain the ways in which mass media and culture may influence an individual's perceptions, beliefs and values.

Poor answer:

Both mass media and culture may influence an individual's perceptions, beliefs and values because they both have a lot of influence. If people watch a lot of television or movies, they may start to think the same way as the characters they see.

"C" answer:

People may be a part of a lot of different cultural groups which may influence their perceptions, values and beliefs, leading them to hold stereotypes. Media might make people believe that the stereotypes and beliefs they hold are true because they see the same thing they believe over and over again on television. They might not try to interact with people who are different than them and find out the truth.

"A" answer:

An individual may identify with a variety of cultures which may influence them in different ways. For instance, an individual's race, sex, gender, sexual orientation and age may have a big impact on the way they interact with others and the way others interact with them. This may lead them to hold perceptions, values and beliefs that may or may not be based on objective reality. Additionally, a person may develop stereotypes based on the cultural groups they are a part of and the perceptions they hold of others. These stereotypes may or may not be accurate. Media effects researchers disagree on the level of influence mass media have on our perceptions, values and beliefs. However, most media effects researchers agree that media (internet, television, film, music, books, etc.) may reinforce perceptions, values and beliefs that are prevalent regarding particular cultural groups. For instance, if a person thinks that low-income people commit the most crime and then they see low-income people represented on television shows about crime, it may reinforce the stereotype for them. This may lead them to become even more removed from interacting with others who are unlike them, causing them to rely even more on the media for ideas about other cultural groups, thus reinforcing their current beliefs.

Sample Response Piece

Topic: Describe a primary cultural group you are a part of and how membership in that group influences your perceptions of others, values and beliefs. What messages do you receive from mass media about this identity?

Poor post:

I am from a working class family and that makes me view others according to their socioeconomic class because most of my friends also come from families who are struggling to make ends meet. In the media, rich people are shown as smart, making good money and caring about stuff more than their families.

“C” answer:

I come from a working class family and I want to be a mechanic. I know that the media leads people to believe that I’m really into cars and living “lower class” but I’m into a lot of things and have a personality beyond the stereotypes. Because I come from a family that used to have a lot of money, I tend to look less at what kind of job people do or amount of money they make. The media often portrays some negative stereotypes about people who work in blue-collar jobs as “low class.”

“A” answer:

I am a member of a variety of cultural groups. I am a white, generation Y, single, male high school student working at a tire shop on the weekends. One of my primary identities is as a student, and I want to go to college for auto mechanics and business and someday own my own shop. I value educational achievement in others and I sometimes assume that people who don’t try to earn a degree beyond high school don’t care about education aren’t capable of doing so. I know this is a negative stereotype and the people might have a variety of reasons for not earning a college degree. This also conflicts with my identity as an auto repair employee because a lot of the people I work with didn’t want to go to college. While working on earning my high school degree and starting to take college classes for my business degree, I have found that I value hard work, determination and critical thinking more than I used to. It’s hard for me to remain silent when people tell racist or sexist jokes at the tire shop, even though that is sometimes part of “blue collar” culture. The mass media sometimes portrays people who are working toward college degrees as smart with no common sense. While some of these are positive stereotypes, they aren’t all necessarily true. For instance, when classmates start to get to know me, they are sometimes surprised to find that I have a snarky sense of humor and that I’m into comedic films and television and club music, not just reading and learning. They are also surprised that I want to be a mechanic and earn a business degree.

Discussion Rubric

Discussion boards are intended to assess your knowledge of and ability to apply concepts from the module reading. Please see the sample discussion post for an example (found in the Additional Resources folder in the Syllabus module). Replies to classmates' posts should go beyond simple statements of agreement or disagreement and should add to the conversation. Original discussion posts and replies to classmates will be graded according to the rubric below.

| | 5 | 4 | 3 | 2 | 1 to 0 |
|-----------------------------|---|---|--|--|--|
| Original Post | Post is submitted on time and <u>fully</u> addresses the questions/ topics posed. Post demonstrates full understanding of and ability to apply course concepts and demonstrates respect for diversity. | Post is submitted on time and <u>mostly</u> addresses the questions/ topics posed. Post demonstrates full understanding of and ability to apply course concepts and demonstrates respect for diversity. | Post is submitted on time and <u>minimally</u> addresses the questions/ topics posed. -OR- Post demonstrates limited understanding of and ability to apply course concepts and demonstrates respect for diversity. | Post is submitted on time and <u>does not</u> address the questions/ topics posed. -OR- Post demonstrates limited understanding of and ability to apply course concepts. - OR- Post fails to demonstrate respect for diversity. | Post is submitted late or was not submitted. -OR- Post demonstrates limited or lack of understanding of and ability to apply course concepts. - OR- Post fails to demonstrate respect for diversity. |
| Replies to Classmate | Two replies to two different peers were submitted on-time. Both replies demonstrate <u>full</u> engagement with the concepts and the peer's post. Replies go beyond simple responses of agreement or disagreement and are expressed in more than two sentences. | Two replies to two different peers were submitted on-time. Both replies demonstrate <u>some</u> engagement with the concepts and the peer's post. Replies go beyond simple responses of agreement or disagreement and are expressed in more than two sentences. | Two replies to two different peers were submitted on-time. Both replies demonstrate <u>minimal</u> engagement with the concepts and the peer's post. Replies go beyond simple responses of agreement or disagreement and are expressed in more than two sentences. | One or two replies to one or two peer/s were submitted on-time. -OR- Replies demonstrate <u>minimal</u> engagement with the concepts and the peer's post. -OR- Replies were two sentences or less and/or are simple statements of agreement or disagreement. | One or two replies to one or two peer/s were submitted on-time. -OR- No replies submitted. - OR-Replies demonstrate <u>no</u> engagement with the concepts and the peer's post. -OR- Replies were two sentences or less and/or are simple statements of agreement or disagreement. |

Assignment Rubric

| | A (25-23 total) | B (22-20 total) | C (19-17 total) | D (16-15 total) | F (0-14 total) |
|--|---|--|---|--|---|
| Assignment submission criteria: | Submission <u>fully</u> addresses the questions/ topics posed. Submission demonstrates <u>full</u> understanding of and ability to apply course concepts. <u>All</u> instructions were followed and all requirements were met. Assignment is <u>free</u> from grammar, spelling, and punctuation errors, meets <u>all</u> format requirements, and was submitted <u>on time</u> . | Submission <u>mostly</u> addresses the questions/ topics posed. Submission demonstrates <u>partial</u> understanding of and ability to apply course concepts. <u>Most</u> instructions were followed and <u>most</u> requirements were met. Assignment is <u>free</u> from grammar, spelling, and punctuation errors, meets <u>all</u> format requirements, and was submitted <u>on time</u> . | Submission <u>partially</u> addresses the questions/ topics posed. Submission demonstrates <u>partial</u> understanding of and ability to apply course concepts. <u>Some</u> instructions were followed and <u>some</u> requirements were met. Assignment is <u>free</u> from grammar, spelling, and punctuation errors, meets <u>all</u> format requirements, and was submitted <u>on time</u> . | Submission <u>minimally</u> addresses the questions/ topics posed. Submission demonstrates <u>minimal</u> understanding of and ability to apply course concepts. <u>Few</u> instructions were followed and <u>few</u> requirements were met. Assignment has <u>significant</u> grammar, spelling, and punctuation errors, <u>does not meet all</u> format requirements, and was submitted <u>on time</u> . | Submission <u>minimally</u> addresses the questions/ topics posed. Submission demonstrates <u>minimal</u> understanding of and ability to apply course concepts. <u>Few</u> instructions were followed and <u>few</u> requirements were met. Assignment has <u>significant</u> grammar, spelling, and punctuation errors, <u>does not meet all</u> format requirements, and was submitted <u>on time</u> , or was submitted <u>late</u> , or was <u>not submitted</u> . |